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| IDENTIFIERS | South Carolina (Greenville) |

ABSTRACT

Activities and results of the Greenville (South Carolina) English-as-a-Second-Language (ESL) and literacy program for limited-English-proficient community members are described briefly. The cooperative program involves the local literacy association, school district adult education program, and technical college, and offers ESL placement and instruction at all levels of language proficiency, both individualized and in small and large group contexts, and instruction in American culture. Program accomplishments described here include: centralized intake testing; referral services; expanded language laboratory usage; expanded instructional and supplementary materials at all instructional levels; decreased duplication of effort; expanded class offerings and reduction of the waiting list; student recruitment efforts; expanded and improved teacher training; expanded and improved technical assistance services; program evaluation; and dissemination of program results. Supporting materials, appended to the report, include tutor, class, and language laboratory log sheets; referral forms; student interest inventory, outline and evaluation sheet for the teacher orientation program; library procedures; library inventory; student exit self-evaluation; teacher training followup checklist; and student recruitment poster. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

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ED 376 751

National Institute for Literacy - Final Report
Project ESL Consortium
January 10, 1994

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Priority: How to improve and expand delivery of program assistance, training, and technical assistance to individuals with limited English proficiency and to coordinate with other relevant providers.

**Testing to Improve Placement and Maximize Efficiency:**

All ESL students in Greenville County are now being tested at the central intake which is Greenville Literacy Association (GLA). To date, 414 students have been interviewed by GLA's two program managers. Of the people interviewed, the B.E.S.T. test was most useful with the beginners and intermediates. For the high intermediate and advanced students, however, the test is too easy. We are in the process of looking for a test that would fit the skills of the more advanced students. Also, we have noted that the test is very long if both the oral and written sections are administered. As a result, the oral section is given to each student and the written section is given only if the program manager suspects a reading or writing deficiency. The administration of the B.E.S.T. test and the interview takes between forty-five minutes and one hour.

Originally, the test was to be administered by the ESL Program Manager, but we found that the numbers were too large for one person to interview all the students. The Senior Program Manager ESL and ESL Facilities/Resource Manager have been been trained to do the testing and have assisted with the interviews.

Post-testing occurs after students have had a minimum of fifty hours of instruction. Students who took the B.E.S.T. Test "B" are given the "C" test and vice-versa. Testing takes place at GLA, Adult Ed, and Tech. Students who progress to the next level of competency are referred to a higher level class. The average number of levels increased when the post-test was administered was three. The average number of points increased was twenty-eight.

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**Referral:**

Project ESL Consortium continues to meet and surpass many of its original goals and objectives. The goal of centralizing services and decreasing duplication has been achieved. The majority of ESL students in Greenville County are being referred to Greenville Literacy for testing and placement. Both Greenville Tech and Adult Education refer all their students to GLA for



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testing and placement. During the interview, all students are entered on an ESL Consortium spreadsheet maintained in the computer by the ESL Program Managers. When students have attended their language lab orientatations and/or registered in a class, they are checked off on the spreadsheet.

After one year the consortium has met and exceeded many of its original goals and objectives. Major accomplishments of Project ESL Consortium include the following:

a) Centralized intake facility
b) Testing and referral procedures
c) Accessibility of ESL instruction
d) ESL materials
e) Expanded and improved classes
f) Improved communication among the providers
g) Decreased duplication of services
h) Shortened student waiting list
i) Expanded and improved volunteer/staff training
j) Specialized instruction for each component

Information on individual students is kept on individual information sheets and is keyed into the computer once the student becomes active in the language lab or in a group. Student sheets are transferred to group files when a student has met with a group. Students are divided into morning and evening with each program manager responsible for either the morning or the evening caseload. Adult Ed and Tech students are given the first page of the information/referral sheet and their financial aid sheet to take to their respective providers. A copy of the sheets are maintained for Consortium files. As the status of a student changes, their information sheets are moved in the filing system and changes are made in the computer. According to preliminary student evaluations of the ESL Program, most of them have favorable comments about the initial intake process at GLA.

**Use of Language Lab:**

The goal of expanding the number of hours for students has been attained - the language lab is open Monday - Thursday from 8:30 a.m. to 9:00 pm and Friday from 8:30 a.m. to 4:30 pm.

Since the students are required to come to GLA for the interview, they have the opportunity to tour the facility and to view the language lab. GLA students, who are required to attend a one hour orientation to the lab, are given a simple information sheet which outlines the orientation procedure. The Lab Manager (ESL Facilities/Resource Manager) writes the student's orientation date and time on the sheet so that the student has a way of remembering his/her appointment. Since 11/92 the language lab has become a "hub" for ESL students in Greenville County.

A full time ESL Facilities/Resource Manager was hired to help the students in the lab and help students and tutors with materials. She is available to help both students and tutors

during day and evening hours. Ten volunteers have been trained to work in the lab during the times when the ESL Lab Manager is unable to be there. The lab is generally full in the mornings from 8:30 a.m. to 1:00 p.m. and again in the evenings from 6:00 p.m. to 9:00 pm. Classes are offered in the lab for students level zero through four.

Students who are tested and referred to GLA are required to attend one orientation session with the language lab manager. Many of these students decide to use the lab (in conjunction with their small groups) after the orientation. Students who use the lab are required to fill out a sign-in sheet each time they come to the lab. The ESL Resource/Facilities Manager keeps a notebook in the lab in which students sign in each time they use the lab. At the end of each month, the lab manager figures the number of students from each provider that have used the lab, the number of hours for each provider, and the total numbers for the entire Consortium. Students must fill in the name of the cassette or video they are using. These information sheets are also used to determine which materials are being used, and to monitor student progress.

A preliminary study of the information sheets revealed that the distribution of materials is weighted towards the video series. Many students prefer the Learning English Series and the Perfect English Pronunciation Series. Popular cassettes include the series From the Start, Moving On and Taking Off, and Speak Up. We are finding that students prefer the videos over the tapes because they can interact with them. The students like being able to speak into the headphones and practice their pronunciation.

Statistics show that use of the lab is increasing each month. The numbers are still weighted towards use by GLA students but this is probably due to the fact that they are each given a one-hour orientation to the lab and that the lab is located at GLA. The lab is promoted at the monthly meeting of the three providers, but there will need to be some more promotion of the lab with the Tech and Adult Ed students. This will be done by visiting Tech and Adult Ed classes and reminding the students about the lab.

In January 1993 the number of hours students used the lab totaled 126. In February the total number of hours was 248. Statistics for March included 426 hours for students. In April the lab was used for a total of 481 hours. In May the number of hours was 312. In June the total was 448. In July the number was 346. In August students used the lab for a total of 810 hours; in September it was 782; in October it was 747; and in November it was 626 hours.

The language lab manager has trained a corps of ten volunteers. Each volunteer has a specific role including helping to write a manual for use of the lab, helping with the statistics, orienting new students to the lab, assisting with maintenance of equipment, developing answer keys, and acting as a liason to the Hispanic students who use the lab.

A guide to language lab resources is being developed. This summary will is being arranged according to student level and topic so that it will be user-friendly for volunteers and staff.

**Expanded Materials for all Levels:**

The ESL Facilities/Resource Manager has ordered, reviewed, catalogued, and shelved all of the materials purchased from the NIL grant. Materials for the lab include a variety of cassettes and videos at each level of instruction. The lab manager is in the process of creating an ESL Resource Guide of all ESL materials owned by GLA and the Consortium. She has also created a system for loaning materials to students and tutors. Students and tutors may borrow materials (books) for up to two weeks after which time they must buy them. Packages of cassettes with books are also available on loan. Videos are for in-house use only. Master copies of all materials are kept in a storage cabinet in the language lab.

**Decrease in Duplication:**

Our goal of centralizing the intake procedure, thereby reducing duplication, simplifying the process for the students (to prevent confusion), and decreasing waste (of time and money) has already been achieved. 414 adults have been interviewed since the consortium began. 293 of these students have been placed at one of the three providers.

A major decrease in duplication has resulted from the consortium. Prior to the consortium, students were enrolled with all three providers. Today, a comparison of class lists shows that there is no duplication.

**Expanded Classes:**

Eleven new beginning level ESL group classes have begun at GLA for a total of sixteen classes. Class size ranges from three to eight students. Each class meets twice a week for approximately two hours. Classes are offered in the morning, afternoon, and evening to accomodate the varying schedules of the students. Most classes meet at the GLA Resource Center. The majority of classes use the natural approach to learning English. Additional teaching techniques include the audio-lingual approach, TPR, and role-play. Students are given an interest inventory to complete upon entering a new class (the inventory is available in Spanish and Vietnamese.) The teachers use information from the inventory to determine the direction the class will take.

Greenville Tech has classes for the advanced level students. Two grammar/discussion classes are offered (one in the morning and one in the evening) and two advanced level conversation classes are offered (one in the morning four days a week and one on Saturday).

Adult Education has one teacher four days a week in the mornings for four hours and one teacher one evening a week for three hours. The morning class is taught in the Adult Education building and the evening class takes place at a local high school. Adult Ed teaches intermediate level. There are classes in conversation, grammar, American life, and citizenship. There is a need for another Adult Ed teacher in the morning and in the evening to accomodate the varied student schedules.

**Decrease in Students on Waiting List:**

Prior to Project ESL Consortium the waiting list consisted of an average of 30-40 students. Today the average number of students waiting at GLA is approximately 15, at Tech is 0, and at Adult Ed is 0. In addition, there is a much shorter time period to wait for ESL instruction at GLA - students who want to use the lab can do so as soon as they have attended a one hour orientation.

**Recruitment:**

The major recruitment effort occurred in January when a presentation was made in Spanish to approximately 200 Spanish speaking people at the main downtown Catholic church. Spanish/English brochures explaining the consortium were given to those in attendance.

**Expanded and Improved Teacher Training:**

Another aspect of the ESL Consortium is an expanded and improved teacher/trainer training process. GLA's ESL Program Manager, in collaboration with consortium teachers and staff, has developed a training model for ESL instruction. An initial overview of the training was given in February. Twenty-six people attended this in-house workshop and gave it an excellent evaluation. Feedback from the workshop included positive remarks about the Natural Approach, the language lab, and the new materials. Suggestions included more workshops, more hands on practice, being a part of an actual natural approach class, more training in the lab, more information about TPR, and more information on ESL materials. Almost everyone agreed that they would like more training.

GLA's new training model was presented on May 1. Segments of the training orientation included information on student backgrounds and cultural awareness, principles of language acquisition, philosophy of ESL instruction, instruction for communicative competence, ESL teaching materials, and evaluation. Much of the workshop will involve experiential activities. The workshop was conducted by the ESL Program Manager, the other members of the ESL staff, and apprenticing volunteer ESL trainers.

After the initial orientation workshop tutors were invited to take part in a "prescription" training process. This individualized process addresses the specific training needs of each tutor. The ESL Program Manager designed a program for each tutor which included training videos, one-on-one sessions with the ESL Program Manager, and directed reading of specific ESL materials. This stage of training will be ongoing - the tutor will come for more training as different needs arise. This is helpful considering many of our tutors end up with different groups of students with different learning needs.

Another ESL workshop was presented in September which puts the total number of new tutors trained this year at thirty. A training manual is being developed for use with trainer training.

In addition, staff training was conducted by an outside ESL consultant during an intensive three day training. The consultant worked with the ESL staff in ESL materials and curriculum, grant management, ESL training techniques, and program evaluation.

During the consultant's three day visit it was decided that the consortium needed a more efficient communication system. The decision was to have a monthly meeting including representatives from all three providers. At this meeting information about class hours and attendance, materials, training, and financial aid would be discussed.

New forms were developed to process all this information. These new forms include a new student information form, a referral form, entrance and exit evaluation forms, financial aid forms, hours reporting forms, program evaluation forms, teacher and student evaluation forms, and tutoring/teaching log forms. All of the forms are now in the computer for easy access.

Additional staff training has occurred. The ESL Program Manager spent one day researching ESL teaching and training techniques at the State Resource Center located at the State Department of Education. On another occasion, the ESL Consortium staff attended a one day seminar on ESL teaching techniques conducted by the State Department of Education.

The ESL Facilities/Resource Manager attended the International TESOL Conference in Atlanta. One seminar in particular, "From Traditional Language Lab to Resource Center", was very useful.

**Expand and Improve Technical Assistance:**

GLA has developed a computer data base for the ESL consortium. The structure of the data base contains fifty-seven fields which define the way information is grouped for the ESL consortium. The data base is designed to organize information within the ESL consortium.

Components of the database include: students interviewed, students to be edited, monthly report of hours for the Consortium, and statistical reports. Students in the consortium are keyed in after being interviewed. Student computer files contain the students address, phone number, birthdate, sex, English speaking contact, country of origin, place of employment, time and place available for class, how they heard about the program, number of years of school, B.E.S.T. test score, placement, self-evaluation scores, and financial aid status. There is also a space for comments. Student attendance hours are keyed in on a monthly basis. Statistical information can be retrieved at any time (i.e. how many students were referred to Tech in January 1993).

Information about ESL tutors is keyed into the database after a tutor has been trained. Tutor information includes address, phone number, birthdate, hobbies and interests, number of years of school, tutoring experience, time and place available to tutor, and how they heard about the program. Statistical information about the tutors can be retrieved at any time.

**Program Evaluation:**

A final method of improving program delivery is through a thorough evaluation process. The program is being evaluated on an ongoing basis from the perspective of tutors, students, and staff.

After students have a minimum of fifty hours of instruction, the following evaluations are administered: teacher evaluation of student progress, post-test of the B.E.S.T. test, and student self-evaluation. If a student leaves or a class disbands before the fifty hours are complete, ESL Program Managers use their judgement as to whether or not the evaluations will be administered.

Initially, some people did not understand the evaluations (mostly beginning level students). All the evaluations were revised using simplified vocabulary, but some of the students still cannot understand them. We are in the process of having the evaluations translated in several languages. We will start with Spanish and Vietnamese.

**Dissemination:**

A presentation was made at the Annual Winter Conference of the South Carolina Literacy Association. The talk, entitled ESL Programs, Initiatives, and Resources was made by the Project Director of the ESL Consortium in collaboration with a Field Program Manager from Laubach Literacy International. Approximately twenty people from different parts of the state were present. Many of these people had no ESL Program but needed one and some people had programs but needed to learn more about expansion and collaboration.

TUTORING SESSION LOG

| DATE | CLIENTS | LESSON ITEMS | COMMENTS |
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Greenville Literacy Association
CLASS ATTENDANCE LOG

Month:_____Year:_____

Type of Class:_____ Time of Class:_____

Book:_____ Location of Class:_____

| STUDENT'S NAME | DATE | | | | | | | | | | Total |
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| INSTRUCTORS: (Preparation and Travel Hours Only) | | | | | | | | | | | Total |
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Comments/Success Stories:

| B.E.S.T. LEVEL | B.E.S.T. SCORE | PROVIDER |
|---|---|---|
| 0 No ability whatsoever. | 0 - 8 | |
| I • Functions minimally, if at all, in English.<br>• Can handle only very routine entry-level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. | 9 - 15 | |
| II • Functions in a very limited way in situations relating to immediate needs.<br>• Can handle very routine entry level jobs that do not require oral communication, and in which all tasks can be easily demonstrated. | 16 - 28 | GREENVILLE LITERACY ASSOCIATION |
| III • Functions with some difficulty in situations related to immediate needs.<br>• Can handle routine entry-level jobs that involve only the most basic oral communication, and in which all tasks can be demonstrated. | 29 - 41 | |
| IV • Can satisfy basic survival needs and a few very routine social demands.<br>• Can handle entry-level jobs that involve some simple oral communication, but in which tasks can also be demonstrated. | 42 - 50 | |
| V • Can satisfy basic survival needs and some limited social demands.<br>• Can handle jobs and job training that involve following simple oral and very basic written instructions but in which most tasks can also be demonstrated. | 51 - 57 | ADULT EDUCATION |
| VI • Can satisfy most survival needs and limited social demands.<br>• Can handle jobs and job training that involve following simple oral and written instructions and diagrams. | 58 - 64 | |
| VII • Can satisfy survival needs and routine work and social demands.<br>• Can handle work that involves following oral and simple written instructions in familiar and some unfamiliar situations.<br>VIII • Can participate effectively in social and familiar work situations.<br>IX • Can participate fluently and separately in practical, social, and work situations.<br>X • Ability equal to that of a native speaker of the same corresponding level. | 65+ | GREENVILLE TECHNICAL COLLEGE |

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Student I.D. # _____

Tutor I.D. # _____

# ESL CONSORTIUM REFERRAL FORM

INTAKE DATE: SOCIAL SECURITY NUMBER:

STUDENT NAME: (FIRST) (LAST)

ADDRESS:

CITY: STATE: ZIP:

PHONE #: H: W:

SEX: D.O.B. / / AGE: COUNTRY:

ENGLISH CONTACT: CONTACT PHONE #:

B.E.S.T. TEST SCORES:

PRETEST: / / SCORE: LEVEL:

REFER TO: GLA ADULT ED TECH

MIDTEST: / / SCORE: LEVEL:

REFER TO: GLA ADULT ED TECH

## GLA INFO ONLY

ARRIVED IN U.S.: STUDIED AT GLA?: T F

INTERVIEWED BY: K B L RACE:

TIME OF DAY: TRANSPORTATION:

MARITAL STATUS: MAR SIN DIV EMPLOYER:

PLACE OF EDUCATION: YEARS OF SCHOOL:

STUDIED ENGLISH?: T F NATIVE LANGUAGE:
(YEARS _____)

LANGUAGE LAB ORIENTATION:

COMMENTS:

## INTAKE SELF-EVALUATION

Name: _____ Date: / /

1. My ability to speak English is . . .
(put an "X" on the appropriate place on the line)

0_____|_____|_____|_____|_____|_____|
1 2 3 4 5 6

2. My ability to understand English is . . .
(put an "X" on the appropriate place on the line)

0_____|_____|_____|_____|_____|_____|
1 2 3 4 5 6

## PROGRESS EVALUATION

Date: / /

1. My ability to speak English is . . .
(put an "X" on the appropriate line)

0_____|_____|_____|_____|_____|_____|
1 2 3 4 5 6

2. My ability to understand English is . . .
(put an "X" on the appropriate line)

0_____|_____|_____|_____|_____|_____|
1 2 3 4 5 6

ANY IMPROVEMENT IN MY ENGLISH IS A RESULT OF . . .

___ My ESL course (classes, lab, & activities)

___ My English speaking friends & other contacts

___ TV or radio

___ Other: _____

Greenville Literacy Association

ESL Program

1

Interview

Beth Nachman 467-3560

Khris Coolidge 467-3457

2

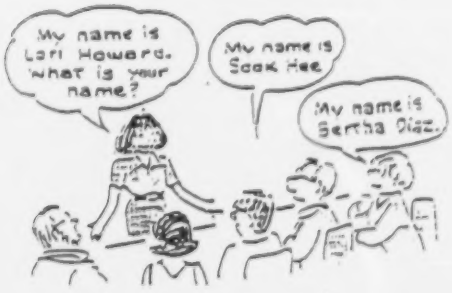
Visit Language Lab

Lynn Highsmith 467-3458

Wednesday 6:30p.m.-8:00p.m.
Friday 10:00a.m.-12:00p.m.

3

Join Group




Comments:

**LANGUAGE LAB OPEN:**

MONDAY, TUESDAY,
WEDNESDAY, THURSDAY
8:30am-8:00pm

FRIDAY
8:30am-4:30pm

**HELP:**

MONDAY, FRIDAY
10:00am-12:00noon

TUESDAY, WEDNESDAY, THURSDAY
12:00noon-2:00pm
6:00pm-8:00pm

LYNN HIGHSMITH 467-3458

Contact Person/telephone number _____

LANGUAGE LAB HOURS SHEET

Provider _____ Program Manager _____

STUDENT NAME _____ STUDENT TELEPHONE NUMBER _____ LEVEL _____

| DATE | VIDEO? BOOK? LEVEL? PAGES? | TIME IN | TIME OUT | TOTAL TIME | COMMENTS |
|---|---|---|---|---|---|
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ESL PROGRAM

# STUDENT INTEREST INVENTORY

Please mark (X) 5 items that you need to learn or to practice immediately. In addition, please mark (O) 10 more items that you want to learn or to practice sometime.

Xin quí vị chọn 5 mục và làm dấu (X) mấy cái quí vị cần học hoặc cần tập liền. Xin quí vị chọn thêm 10 mục và làm dấu (O) mấy cái quí vị muốn học hoặc đôi khi muốn thực tập.

___ give personal information orally (name, address, age, etc.)
___ cách làm sơ yếu lý lịch (tên, địa chỉ, tuổi, v.v.)

___ fill out a simple form including personal information
___ cách điền đơn nói sơ lược về bản thân

___ describe physical characteristics of myself and others
___ cách miêu tả đặc điểm của mình và người khác

___ give details about my family
___ nói chi tiết về gia đình mình

___ understand and use numbers
___ học để hiểu và biết cách xử dụng số

___ identify colors and shapes
___ cách nhận biết màu và hình dạng

___ express my feelings (happy, sad, tired, etc.)
___ bày tỏ cảm xúc của mình (vui, buồn, mệt, v.v.)

___ state likes and dislikes
___ bày tỏ những điều thích và điều không thích

___ initiate and respond to a variety of greetings and farewells
___ cách xã giao trong sự chào hỏi

___ talk about my hobbies and interests
___ nói về sự giải-trí và sở thích

___ ask permission to use or to do something
___ xin phép cho dùng hoặc làm điều gì

___ ask for clarification (Please repeat that, please speak slowly)
___ cách hỏi cho dễ hiểu (Làm ơn hỏi cho rõ, làm ơn nói chậm)

___ use important emergency vocabulary
___ cách dùng mấy chú từ vựng quan trọng

___ understand basic signs (stop, enter, exit, etc.)
___ học để hiểu những dấu căn bản về ký hiệu (dừng lại, lối vào, lối ra, v.v.)

___ ask for and understand directions
___ hỏi và hiểu những dấu chỉ dẫn

___ identify an object by location (It's on the table, etc.)
___ cách nhận ra một túc từ bằng vị trí (No tren ban, van van)

___ identify U.S. coins and bills by name and value
___ cách nhận ra tiền cent và tiền dồng bằng tên và giá trị

___ use money correctly to pay the total amount requested
___ dùng tiền một cách chính xác để trả

___ use the post office (mail letters, buy stamps, etc.)
___ giao tiếp trong bưu điện (gởi thỏ, mua tem, v.v.)

___ make deposits and withdrawals at a bank
___ cách bỏ tiền và rút tiền ở ngân hàng

___ use the telephone
___ cách xử dụng điện thoại

___ identify cities and states in the U.S.
___ cách nhận biết những thành phố và tiểu bang ở nước Mỹ

___ understand important holidays in the U.S.
___ biết những ngày lễ quan trọng của nước Mỹ

___ tell time
___ nói về giờ

___ name the days of the week
___ nói những ngày trong tuần

___ name the mongths of the year
___ nói những tháng trong năm

___ describe the weather (rainy, windy, cold, etc.)
___ cách diễn tả thời tiết (mưa, gió, lạnh, v.v.)

___ identify geopraphical items (mountain, river, etc.)
___ cách nhận biết về địa lý (núi, sông, v.v.)

___ understand vocabulary for animals
___ biết những từ về loài vật

___ identify different kinds of stores
___ cách phân biệt các loại gian hàng

___ identify items of food
___ cách nhận biết về thức ăn

___ order food in restaurant
___ cách đặc thức ăn ở nhà hàng

___ shop for food
___ cách đi chợ mua thức ăn

___ identify items of clothing
___ học về quần áo

___ shop for clothing
___ cách đi chợ mua quần áo

___ identify common household furniture/rooms
___ cách học những đồ dùng trong nhà

___ understand utility bills
___ học để hiểu bửu phiếu trả điện

___ identify body parts
___ nhận biết bộ phận của cơ thể

___ provide a simple explanation of a medical problem
___ cách tiếp xúc với bác sĩ khi bị bịnh

___ understand basic vocabulary related to the health care system
___ biết từ căn bản liên hệ đến sự chăm sóc sức khoẻ

___ look for a job
___ cách tìm một việc làm

___ apply for a job
___ cách điền đơn xin việc làm

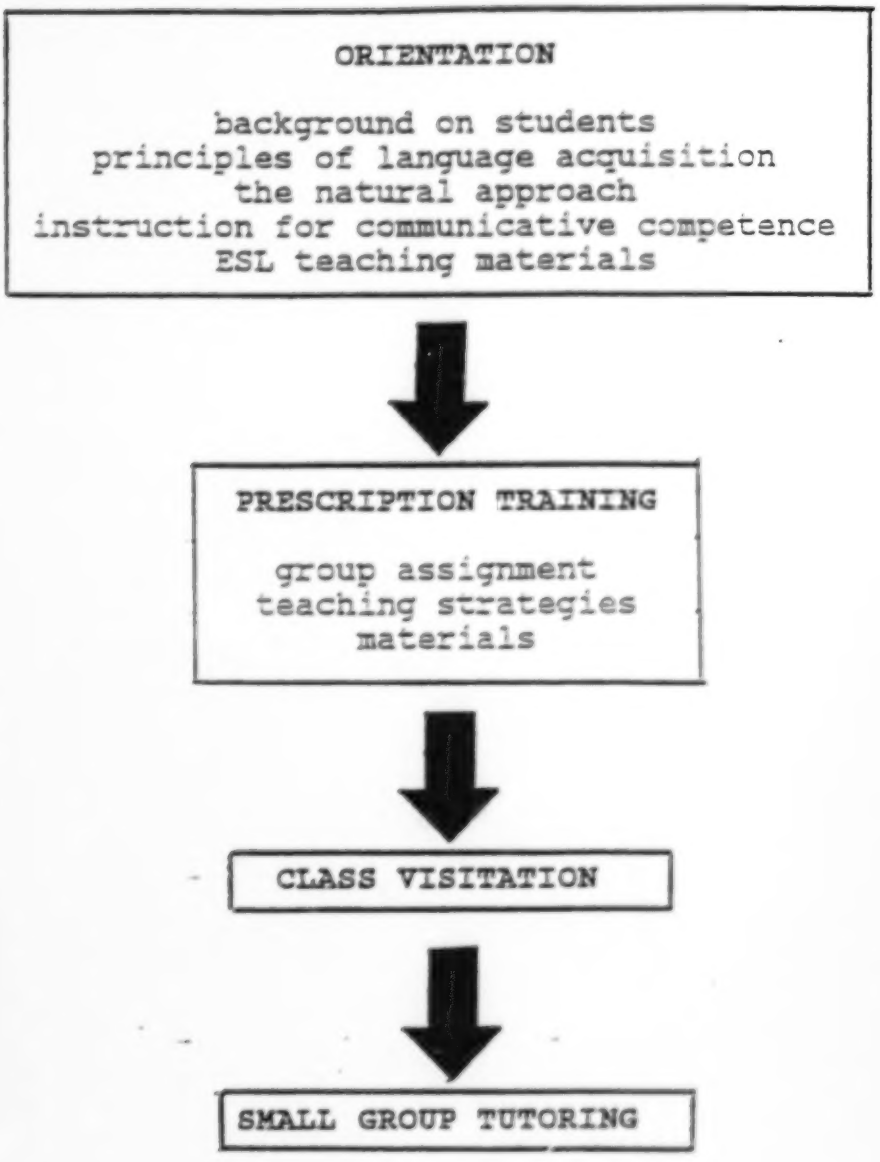
___ use public transportation (bus, taxi, etc.)
___ phương tiện vận chuyển công cộng (xe buyt, taxi, v.v.)

___ understand vocabulary related to cars
___ biết từ vựng liên hệ đến xe

___ say the letters of the alphabet
___ nói về bảng chữ cái

___ write a simple letter or note
___ cách viết một lá thư đơn giản

___ improve my pronunciation
___ cách dạy mình đọc cho đúng giọng


ORIENTATION
background on students
principles of language acquisition
the natural approach
instruction for communicative competence
ESL teaching materials
PRESCRIPTION TRAINING
group assignment
teaching strategies
materials
CLASS VISITATION
SMALL GROUP TUTORING

ORNTOUT(10/6/93)

# ESL PROGRAM
# ORIENTATION OUTLINE

I. SEGMENT 1: INTRODUCTION

1. Training Process
2. Orientation Goals
3. Experiential Activity: Communicating with drawings

II. SEGMENT 2: BACKGROUND ON STUDENTS

1. Enrollment Process
2. B.E.S.T. Description
   a. 3 types of questions, assessment criteria
3. Experiential Activity: analyses of student profiles, B.E.S.T. level descriptions
4. Challenges Facing Teachers Working With Diverse Groups

III. SEGMENT 3: PRINCIPLES OF LANGUAGE ACQUISITION

1. L1 Acquisition Process, Comparison to L2
2. Stages of Production (Krashen)
3. Optimal Input
4. Difficulties of the Job

IV. SEGMENT 4: THE NATURAL APPROACH

1. Homework Reading Assignment (preparation for day 2)
2. Typical Second Language Classroom
3. Principles of Natural Approach
4. Video (Early Production)

V. SEGMENT 5: COMMUNICATIVE COMPETENCE

1. Definition of Communicative Competence
2. Five Steps for Developing Instruction
3. Experiential Activity: Developing Lesson Ideas

VI. SEGMENT 6: ESL RESOURCES

1. Facility Tour, Description of Other GLA Programs
2. Library System
   a. categories
   b. check-out process
3. Experiential Activity: review of ESL materials

**Expectations for Trainers**

1) Participate in periodic trainer/staff meetings.
2) Contribute to the development/improvement of the training program.
3) Participate in three orientations per year.
4) Commit as a trainer for at least one year.
5) Work cooperatively with ESL staff and fellow trainers.

**Selection Criteria for Potential Trainers**

Teacher training is an incredibly important part of this program; our success depends a great deal on it. Therefore, potential trainers will be screened carefully. Accepted candidates will be expected to perform at a high level as trainers. Selection criteria is as follows:

1) Positive assessment of the following by staff members:

    a) teaching ability
    b) public speaking skills
    c) knowledge of ESL instructional strategies
    d) understanding of the GLA/ESL program
    e) compatability with fellow trainers
    f) commitment to program

2) Contribution of at least ___ hours as an ESL teacher within the GLA program.

**Trainer Training Process**

1) Expression of interest by candidate.
2) Review of candidate by staff.
3) Completion of training requirements.
    a) learn all segment plans and corresponding knowledge (accomplished in stages)
    b) observe B.E.S.T. (Basic English Skills Test)
    c) observe groups at different levels
    d) review prescription training guidelines, materials
5) Review of processes for student interview/testing and prescription training.
6) Participation in mock orientation.
7) Review of effective public-speaking strategies.

**Trainer Evaluation**

Trainers will evaluate themselves in some fashion (not decided yet) and receive feedback from orientation participants through a formal evaluation. We hope to establish an environment in which trainers work cooperatively in a non-threatening, constructive manner to improve their collective performance.

NOTE: This is a draft version of a portion of the proposed trainer handbook. The content reflects the opinions of staff members, outside experts, potential trainers, volunteer teachers. However, on-going feedback will be solicited from the above individuals; therefore, the content is subject to revision.

**Description of Teacher Training Program**

The teacher training program consists of two stages. Trainees attend an orientation which includes an overview of the ESL program and its instructional approach. Staff members and volunteer trainers conduct the orientation. Trainees then participate in "prescription" training which addresses specific issues related to teacher/student needs. Program Managers facilitate this second stage of training in a conference with the trainee. The trainee completes several required training tasks as well as a few optional training tasks. For further information concerning prescription training see "Prescription Training Guidelines for Trainers."

**Training Program Goals**

Organizational

1) Raise awareness of the entire range of services provided by the Greenville Literacy Association and the ESL Consortium.

2) Integrate knowledgeable and experienced individuals into the orientation as trainers.

3) Ensure that the instructional needs of the ESL program are met by training volunteers in sufficient numbers.

Instructional

1) Engage volunteers in learning activities and decisions affecting their training.

2) Implement training which is enjoyable, effective, and efficient for all parties involved.

3) Facilitate understanding of ESL instructional principles and students within the context of the GLA/ESL program.

Affective

1) Establish a mutually-supportive working relationship between volunteers and ESL staff.

2) Engender an "I-can-do-this" attitude and a sense of purpose and commitment in volunteers.

ESL ORIENTATION EVALUATION

**Indicate whether or not you've had any of the following:**

Non-ESL Teaching Experience? Yes No
ESL Teaching Experience? Yes No
International Travel? Yes No
Language Study? Yes No

**Indicate your level of agreement with the following statements:**
**1=strongly disagree, 2=disagree, 3=agree, 4=strongly agree**

1 2 3 4 (1) I understood the goals of the orientation.

1 2 3 4 (2) I understood the objectives for each segment.

1 2 3 4 (3) The ice-breaking activity was a good way to begin the orientation.

1 2 3 4 (4) The learning environment was comfortable (temperature, lighting, seating).

1 2 3 4 (5) I had ample opportunity to ask questions.

1 2 3 4 (6) I felt comfortable with the variety of activities.

1 2 3 4 (7) I felt comfortable with the pace of the orientation.

1 2 3 4 (8) I had enough time to complete the various activities.

1 2 3 4 (9) The overheads helped me understand the material.

1 2 3 4 (10) The video helped me understand the material.

1 2 3 4 (11) The orientation was an enjoyable experience.

**Rate the quality of instruction in the following segments:**
**1 = lowest rating, 4 = highest rating**

1 2 3 4 (12) Segment 2: Background on Students

1 2 3 4 (13) Segment 3: Principles of Language Acquisition

1 2 3 4 (14) Segment 4: The Natural Approach

1 2 3 4 (15) Segment 5: Instruction for Communicative Competence

1 2 3 4 (16) Segment 6: ESL Teaching Materials

Which workshop do you think you would prefer?
(1) 1 Saturday workshop, 9:30 a.m. - 2:30 p.m.
(2) 2 weekday evening workshops, e.g., Monday and Wednesday, 6:30 p.m. - 9:30 p.m.

Why did you participate in this orientation?

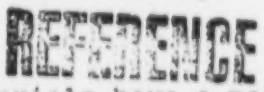
COMMENTS/SUGGESTIONS
NOTE: If you rated any of the items from the preceeding page with a 1 or 2, please provide some specific comments/suggestions. Please indicate the number of the item.

**LIBRARY PROCEDURES**

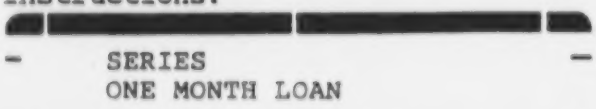
There are 5 categories within the ESL library system:

1. Language Lab Materials - These materials are stamped **"REFERENCE"** in red. They can not be checked out and are to be kept in the language lab at all times. The cassettes and videos are not stamped, but they are not to be checked out. They are to remain in the language lab for student use.

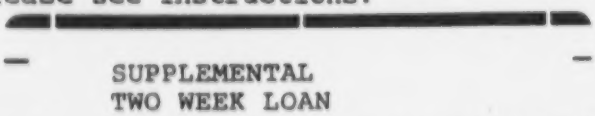
2. Reference - These materials are stamped **"REFERENCE"** in black. These can not be checked out and are to be used by tutors here at Greenville Literacy.



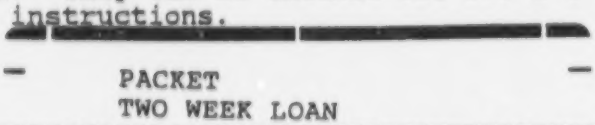

3. Series - These materials have a pocket and card with a **red label**. They can be checked out for a 4 week period. Please see instructions.




4. Supplemental - These materials have a pocket and card with a **blue label**. They can be checked out for a 2 week period. Please see instructions.




5. Packets - These materials have a pocket and card with a **green label**. They can be checked out for a 2 week period. Please see instructions.

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*When checking out materials, please remember to return books on time in the designated tray which is located on top of the brown cabinet in the language lab.

*Should the book become overdue you will be notified by letter or phone.

*Renewing books for one extra period of time is allowed as long as the book is not listed on the waiting list. **(See me or other staff person to renew a book.)**

*If a book is checked out and you wish to be placed on the waiting list, please see me or leave a note on my desk.

Lynn Highsmith
ESL Facilities/Resource Manager

## Instructions for checking out Series

**Step 1**

Check the due date on the red-labeled stamp for accuracy. The due date should read **4 weeks** from the current date.

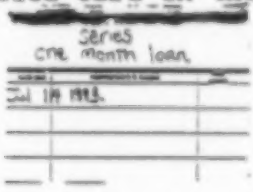
**Example:** If today is June 16,

the stamp should read

JUL 14 1993

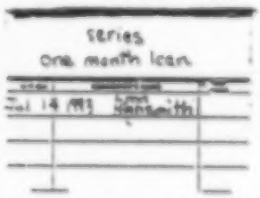
**Step 2**

Stamp the red-labeled card in the **"DATE DUE"** column.



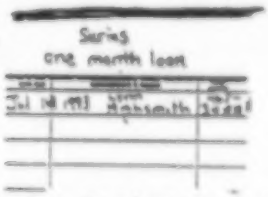

**Step 3**

Print your name in the **"BORROWER'S NAME"** column.




**Step 4**

Print your telephone number in the **"ROOM NUMBER"** column.




**Step 5**

Place this card in the designated container which is located on top of the brown cabinet in the language lab.

**Step 6**

Stamp the plain 3x5 card and place it inside the pocket as a reminder to you when the book is due.

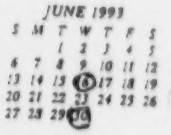
## Instructions for checking out Supplemental/Packets

*Before checking out a packet, make sure that all of the contents listed on the label of the pocket are in the bag. See me or other staff person if something is missing.

**Step 1**

Check the due date on the blue and green-labeled stamp for accuracy. The due date should read **2 weeks** from the current date.

**Example:** If today is June 16,

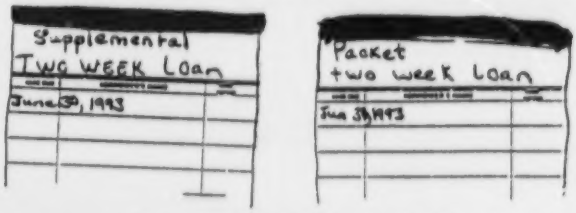



the stamp should read

JUN 3 0 1993

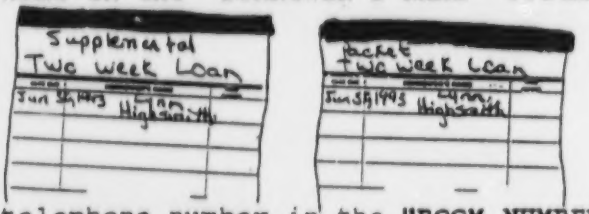
**Step 2**

Stamp the blue or green-labeled card in the "DATE DUE" column.



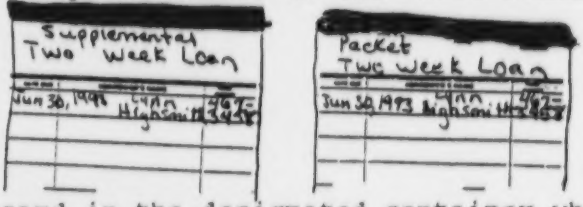

**Step 3**

Print your name in the **"BORROWER'S NAME"** column.




**Step 4**

Print your telephone number in the **"ROOM NUMBER"** column.




**Step 5**

Place this card in the designated container which is located on top of the brown cabinet in the language lab.

**Step 6**

Stamp the plain 3x5 card and place it inside the pocket as a reminder to you when the book is due.



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MASTER ESL LIBRARY INVENTORY DATE July 1993

| TITLE | REF | LLAB | SUPL | SER | PCKT | TOTAL |
|---|---|---|---|---|---|---|
| A Conversation Book | | | 1 | | | 1 |
| Action Plans | 1 | | | | | 1 |
| American Holidays | 1 | | | | | 1 |
| Amnesty: S Book 1 | | | 4 | | | 4 |
| Amnesty: S Book 2 | | | 4 | | | 4 |
| Amnesty: T Book 1 | | | 1 | | | 1 |
| Amnesty: T Book 2 | | | 1 | | | 1 |
| As I Was Saying: S Book | | | | | 4 | 4 |
| As I Was Saying: T Book | 1 | | | | | 1 |
| As I Was Saying: Cass.(2) | | | | | 2 | 2 |
| Barron's TOEFL | 1 | | | | | 1 |
| Basic English Grammar | 1 | | | | | 1 |
| Before Book One: S Book | | | 3 | | 2 | 5 |
| Before Book One: T Book | 1 | | | | 1 | 2 |
| Before Book One: Cass.(3) | | | | | 1 | 1 |
| Begin In English | | | 1 | | | 1 |
| Breaking the Accent Barrier: Video | | 1 | | | | 1 |
| Breaking The Ice: Book | | | 1 | | 4 | 5 |
| Breaking The Ice: Cass.(2) | | | | | 2 | 2 |
| Choices: T Book 1 | | | 2 | | | 2 |
| Choices: T Book 2 | | | 1 | | | 1 |
| Choices: Consumer Sense | | | 2 | | | 2 |
| Choices: Families and Schools | | | 2 | | | 2 |
| Choices: Good Health | | | 2 | | | 2 |
| Choices: Housing | | | 1 | | | 1 |
| Choices: It's Your Right | | | 1 | | | 1 |
| Choices: Disc. Your Comm. | | | 1 | | | 1 |
| Communicative Approach to Lang. Teach. | 1 | | | | | 1 |
| Communicative Competence: Theory | 1 | | | | | 1 |
| Conversation In English | 1 | | 2 | | | 3 |
| Dear Arby | 1 | | | | | 1 |
| Eng. Sentence Structure: Book | | 2 | | | | 2 |
| Eng. Sentence Structure: Ans. Key | | 1 | | | | 1 |
| Eng. Sentence Structure: Cass.(2) | | 4/2 | | | | ##### |

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| TITLE | REF | LLAB | SUPL | SER | PCKT | Total |
|---|---|---|---|---|---|---|
| Essential Idioms in Eng.: Book | 1 | 1 | 1 | | | 3 |
| Essential Idioms in Eng.: Computer Disk | | 1 | | | | 1 |
| Essential Idioms in Eng.: Back Up Copy | | 1 | | | | 1 |
| Expressions: Stories/Poems | | | 1 | | | 1 |
| Families: 10 Card Games (40 cards) | | | | | 1 | 1 |
| From The Start: Book | | 3 | | | 2 | 5 |
| From The Start: Cass.(2) | | 2 | | | 1 | 3 |
| Focus On The Language Learner | 1 | | | | | 1 |
| Fundamentals Of English Grammar | 1 | | | | | 1 |
| Getting The Hang Of Idioms: Book | | | | | 2 | 2 |
| Getting The Hang Of Idioms: Cass.(2) | | | | | 1 | 1 |
| Idioms In American Life | | | 1 | | | 1 |
| In English: Vol. 1 Book | | 6 | | | | 6 |
| In English: Vol. 1 Video (12) | | 1 | | | | 1 |
| In English: Vol. 2 Book | | 6 | | | | 6 |
| In English: Vol. 2 Video (2) | | 1 | | | | 1 |
| In English: Vol. 3 Book | | 6 | | | | 6 |
| In English: Vol. 3 Video (2) | | 1 | | | | 1 |
| In English: Vol. 4 Book | | 6 | | | | 6 |
| In English: Vol. 4 Video (2) | | 1 | | | | 1 |
| In English: Vol. 5 Book | | 2 | | | | 2 |
| In English: Vol. 5 Video (2) | | 1 | | | | 1 |
| In Print: S Book | | | 1 | | | 1 |
| In Print: T Book | | | 1 | | | 1 |
| INS Interview: Cass.(1) | | 1 | | | | 1 |
| Jazz Chants: Book | | 2 | | | 2 | 4 |
| Jazz Chants: Cass.(1) | | 2 | | | 1 | 3 |
| Laubach: Skill Book 1 | 1 | | | | | 1 |
| Laubach: Skill Book 2 | 1 | | | | | 1 |
| Laubach: Skill Book 3 | 1 | | | | | 1 |
| Laubach: Illus. Book 1 | 1 | | | 5 | | 6 |
| Laubach: Illus. Book 2 | 1 | | | 5 | | 6 |
| Laubach: Illus. Book 3 | 0 | | | 5 | | 5 |
| Laubach: T Book 1 | 1 | | | 5 | | 6 |
| Laubach: T Book 2 | 1 | | | 5 | | 6 |
| Laubach: T Book 3 | 1 | | | 5 | | 6 |

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| TITLE | REF | LLAB | SUPL | SER | PCKT | Total |
|---|---|---|---|---|---|---|
| Learning English: Book | | 3 | | | | 3 |
| Learning English: Video (20) | | 1 | | | | 1 |
| Learning To Listen In Eng.: Book | | 1 | | | | 1 |
| Learning To Listen In Eng.: Ans. Key | | 1 | | | | 1 |
| Learning To Listen In Eng.: Cass.(4) | | 1 | | | | 1 |
| Listening In Speaking Out-B: Book | | | | | 1 | 1 |
| Listening In Speaking Out-B: Cass.(1) | | | | | 1 | 1 |
| Listening In Speaking Out-I: Book | | | | | 1 | 1 |
| Listening In Speaking Out-I: Cass.(1) | | | | | 1 | 1 |
| Listening In Speaking Out-A: Book | | | | | 1 | 1 |
| Listening In Speaking Out-A: Cass.(1) | | | | | 1 | 1 |
| Listening To Comm. In Eng.: Book | | 1 | | | | 1 |
| Listening To Comm. In Eng.: Ans. Key | | 1 | | | | 1 |
| Listening To Comm. In Eng.: Cass.(4) | | 1 | | | | 1 |
| Live Action English | 1 | | 2 | | | 3 |
| Live Action English Pictures | 1 | | | | | 1 |
| Longman Photo Dictionary | 1 | 1 | 2 | | 2 | 5 |
| Longman Photo Dictionary: T Book | 1 | | 2 | | | 3 |
| Longman Photo Dictionary: Spelling WBook | | 2 | | | 2 | 4 |
| Longman Photo Dictionary: Cass.(2) | | 2 | | | 2 | 4 |
| Look At U.S.:Lit. Level S Book | | | 2 | | | 2 |
| Look At U.S.:Lit. Level T Book | | | 2 | | | 2 |
| Look At U.S.: S Book 1 | | | 1 | | | 1 |
| Look At U.S.: S Book 2 | | | 1 | | | 1 |
| Look At U.S.: T Book 1-2 | | | 2 | | | 2 |
| Making It Happen | 1 | | | | | 1 |
| Moving On: Book | | 3 | | | 2 | 5 |
| Moving On: Cass.(2) | | 2 | | | 1 | 3 |
| My 10 Favorite ESOL Games | 1 | | | | | 1 |
| New Beg. In Reading: Groundbreaker | | | 1 | | | 1 |
| New Beg. In Reading: 1 | | | 1 | | | 1 |
| New Beg. In Reading: 2 | | | 1 | | | 1 |
| New Beg. In Reading: 3 | | | 1 | | | 1 |
| New Beg. In Reading: 4 | | | 1 | | | 1 |
| New Beg. In Reading: 5 | | | 1 | | | 1 |
| New Beg. In Reading: 6 | | | 1 | | | 1 |
| New Beg. In Reading: 7 | | | 1 | | | 1 |
| New Beg. In Reading: T Book | 1 | | | | | 1 |

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| TITLE | REF | LLAB | SUPL | SER | PCKT | Total |
|---|---|---|---|---|---|---|
| NOPD: Monolingual | 2 | 2 | 1 | | 2 | 7 |
| NOPD: T Book | 1 | | 2 | | | 3 |
| NOPD: Using the Natural Approach | 1 | | | | | 1 |
| NOPD: Cass.(4) | | 1 | | | 1 | 2 |
| No Hot Water Tonight | | | 2 | | | 2 |
| Perfect Eng. Pronunciation-Con: Video | | 1 | | | | 1 |
| Perfect Eng. Pronunciation-Vowels: Video | | 1 | | | | 1 |
| Potluck | 1 | | | | | 1 |
| Pronunciation Pairs: S Book | | 2 | | | 1 | 3 |
| Pronunciation Pairs: T Book | 1 | | | | | 1 |
| Pronunciation Pairs: Ans. Key | | 1 | | | | 1 |
| Pronunciation Pairs: Cass.(4) | | 2 | | | 1 | 3 |
| Pyramids: S Book | | | | | 1 | 1 |
| Pyramids: T Book | | | | | 1 | 1 |
| Pyramids: Cass.(2) | | | | | 1 | 1 |
| Reading Skills That Work | | | 1 | | | 1 |
| Real Life English Text 1 | 1 | | | 13 | | 16 |
| Real Life English Text 2 | 1 | | | 10 | | 11 |
| Real Life English Text 3 | 1 | | | 6 | | 7 |
| Real Life English WB 1 | 1 | | | | | 1 |
| Real Life English WB 2 | 1 | | | | | 1 |
| Real Life English WB 3 | 1 | | | | | 1 |
| Real Life English T Book 1 | 1 | | | 5 | | 6 |
| Real Life English T Book 2 | 1 | | | 3 | | 4 |
| Real Life English T Book 3 | 1 | | | 1 | | 2 |
| Real Life English: Literacy Lev. 1 | 1 | | | | | 1 |
| Real Life English: Literacy Lev. 2 | 1 | | | | | 1 |
| Side by Side Text 1 | 1 | | | 9 | | 10 |
| Side by Side Text 2 | 1 | | | 13 | | 14 |
| Side by Side Text 3 | 1 | | | 9 | | 10 |
| Side by Side Text 4 | 1 | | | 6 | | 7 |
| Side by Side WBook 1 | 1 | 1 | | 1 | 2 | 5 |
| Side by Side WBook 2 | 1 | 1 | | 5 | 2 | 9 |
| Side by Side WBook 3 | 1 | 1 | | 3 | 2 | 7 |
| Side by Side WBook 4 | 1 | 1 | | 3 | 2 | 7 |

| TITLE | REF | LLAB | SUPL | SER | PCKT | Total |
|---|---|---|---|---|---|---|
| Side by Side T Book 1 | 1 | | | 3 | | 4 |
| Side by Side T Book 2 | 1 | | | 5 | | 6 |
| Side by Side T Book 3 | 1 | | | 3 | | 4 |
| Side by Side T Book 4 | 1 | | | 1 | | 2 |
| Side by Side 1 Cass.(2) | | 2 | | | 1 | 3 |
| Side by Side 2 Cass.(2) | | 2 | | | 1 | 3 |
| Side by Side 3 Cass.(2) | | 2 | | | 1 | 3 |
| Side by Side 4 Cass.(2) | | 2 | | | 1 | 3 |
| Small Talk: Book | | 2 | | | 2 | 4 |
| Small Talk: Cass.(2) | | 2 | | | 1 | 3 |
| Spaghetti Again: Book | | 2 | | | 2 | 4 |
| Spaghetti Again: Cass.(1) | | 2 | | | 1 | 3 |
| Speak Up: Book | | 4 | | | | 4 |
| Speak Up: Cass.(4) | | 2 | | | | 2 |
| Speaking Naturally: Book | | | | | 0 | 0 |
| Speaking Naturally: Cass.(1) | | | | | 1 | 1 |
| Speaking Of Survival: Book | | | | | 1 | 1 |
| Speaking Of Survival: Cass.(1) | | | | | 1 | 1 |
| Speaking Up At Work: S Book | | | 2 | | | 2 |
| Speaking Up At Work: T Book | | | 1 | | | 1 |
| Steps to U.S. Citizenship: S Book | | | 1 | | | 1 |
| Steps to U.S. Citizenship: T Book | | | 1 | | | 1 |
| Stories: Angry Feelings | | | 1 | | | 1 |
| Stories: Changes and Choices | | | 1 | | | 1 |
| Taking Off: Book | | 3 | | | 2 | 5 |
| Taking Off: Cass.(2) | | 2 | | | 1 | 3 |
| Teacher Training Videos: | | | | | | 0 |
| Dialogue and Drill | | 1 | | | | 1 |
| Early Production | | 1 | | | | 1 |
| Focused Listening | | 1 | | | | 1 |
| Information Gap | | 1 | | | | 1 |
| Language Experience | | 1 | | | | 1 |
| Life Skills Reading | | 1 | | | | 1 |
| Role Play | | 1 | | | | 1 |
| Spot Drills | | | 1 | | | 1 |

| TITLE | REF | LLAB | SUPL | SER | PCKT | Total |
|---|---|---|---|---|---|---|
| T.P.R. | | 1 | | | | 1 |
| Teaching Eng. To Speakers | 1 | | | | | 1 |
| Teaching Lang. In Context | 1 | | | | | 1 |
| The 333 Most Commonly Used Verbs | | | 1 | | | 1 |
| The Write Stuff | | | 1 | | | 1 |
| Understanding and Using Grammar | | | 1 | | | 1 |
| Working In English: S Book 1 | | | 1 | | | 1 |
| Working In English: S Book 2 | | | 1 | | | 1 |
| Working In English: T Book 1 | | | 1 | | | 1 |
| Working In English: T Book 2 | | | 1 | | | 1 |

# EXIT SELF-EVALUATION

My name is _____.

NOW THAT I HAVE COMPLETED THIS ESL COURSE,

1. My ability to speak English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
low average good excellent

2. My ability to understand spoken English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
low average good excellent

3. My ability to read English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
low average good excellent

4. My ability to write English is...

(Put an "X" on the appropriate place on the line:)

0------|------|------|------|------|------|------|------|------|
low average good excellent

ANY IMPROVEMENT IN MY ENGLISH WAS A RESULT OF ...

(Check one or more boxes:) (Estimate % of improvement:)

☐ My ESL course (classes, lab, & other activities) ____ %

☐ My English-speaking friends and other contacts ____ %

☐ The media: TV, radio, newspapers, magazines ____ %

☐ Other:_____ ____ %

# TEACHER-TRAINING CHECKLIST

You can use the following list both for teacher-training ideas and as a checklist for teachers wherein they ask themselves "Do I...(use TPR...).

ESL TEACHING/ TUTORING TIPS AND TECHNIQUES

FOR ZERO-LEVEL STUDENTS:

- Use TPR and simple production (speaking/writing) tasks to teach letters of the alphabet and numbers. Use the student's name, address, & other aspects of his environment.
- Have the student design the curriculum--he/she decides what he/she needs to learn next.
- Consult a survival skills curriculum, book, list for what to teach--i.e., shopping, going to the doctor, 911, getting a driver license, housing, etc.
- Use as much realia, hands-on, games, and other fun activities as possible. For example, take different food items to class to teach food vocabulary. Have students bring photos of their families to use family vocabulary and structures.

FOR ALL LEVELS:

- Make the goal of your lesson the communicative and meaningful use of language and not a grammar point. For example, teach students how to use the post office rather than drill them on the use of "could vs. can."
- Check yourself periodically to see how much you are talking in class. Often teachers say the things their students should be saying. In a language class, the students should do most of the talking (except, of course, for some beginner and TPR situations).
- Use dictation to help student with listening and writing skills.
- Use cloze procedures to teach letters, syllables, words, and short phrases.

# APRENDA A HABLAR INGLES

## CON UN NUEVO PROGRAMA DE:

## APRENDER, MEJORAR O ENSEÑAR EL IDIOMA INGLES.

## SERVICIOS GRATUITOS DISPONIBLES

Lugar: ST. MARY'S CHURCH (cafeteria)
338 West Washington St.
(al frente del edifico de Southern Bell).
Fecha: Domingo 31 de Enero de 1993.
Hora: 6:15 PM

Para mayor información llamar a:

Greenville Literacy Association 467-3456
Saint Mary's Church 271-8422

## TRAIGA A SUS FAMILIARES Y AMIGOS

GREENVILLE TECHNICAL COLLEGE
Continuing Education Division

Greenville Literacy Association

FL800838

**GREENVILLE LITERACY ASSOCIATION**
301 University Ridge
Suite 5400
Greenville, S.C. 29601

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BEST COPY AVAILABLE

FL800838

Aprenda a hablar inglés.

英語會話

學講英語

Hoc Dê Noi Tiếng Anh.

Learn to speak English

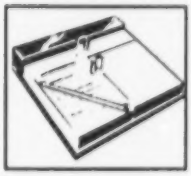
**English as a Second Language**

GREENVILLE
TECHNICAL
COLLEGE

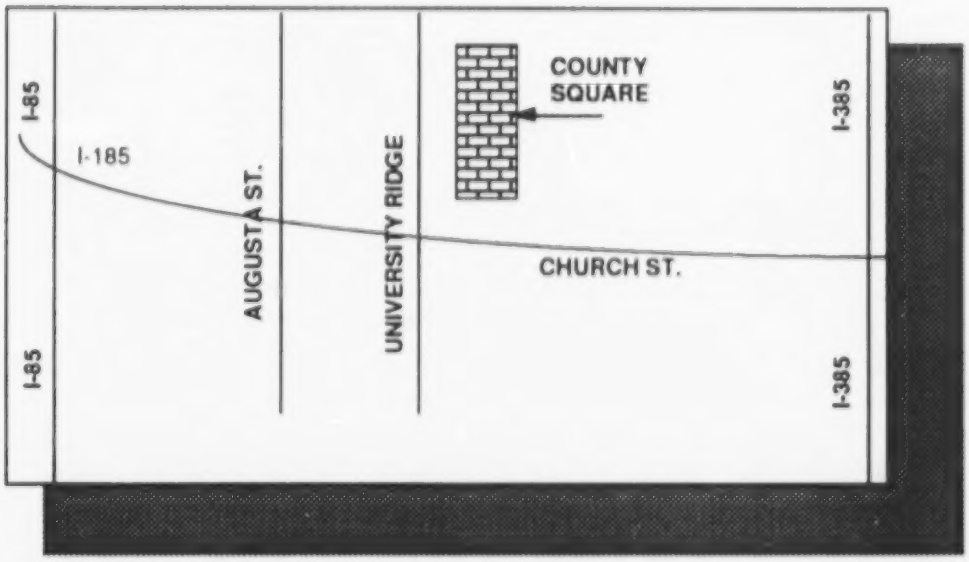
Continuing Education Division

# 3 E-Z

1. **467-3456**

2.  **Make an appointment**

3. **Drive to County Square Suite 5400**




**NOTE: All students entering classes must be at least 17 years of age.**

(59)

The Greenville Literacy Association, The Greenville School District Office of Adult Education and Greenville Technical College Continuing Education Division have joined together to form

# PROJECT ESL CONSORTIUM

These agencies now offer

## Community-Wide English Instruction

- High Tech Language Lab
- Resource Library
- Video/Computers

Each agency is responsible for the following courses:

### GREENVILLE LITERACY ASSOCIATION

- All placement testing
- Beginning level instruction
- Small groups
- Survival English

### GREENVILLE SCHOOL DISTRICT OFFICE OF ADULT EDUCATION

- Intermediate level instruction
- Large and small groups
- Individual instruction

### GREENVILLE TECHNICAL COLLEGE CONTINUING EDUCATION DIVISION

- Advanced level instruction
- Conversational classes - day, night and Saturdays
- Grammar/American issues

**Financial assistance for Greenville Tech classes may be available. Call the Greenville Literacy Association at 467-3456 for information.**